

Editorial: All are welcome

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This edition of the journal is truly international, with authors writing about coaching and mentoring from across the globe: New Zealand, Australia, Holland, Belgium and Canada.

In addition to this diversity, the five papers in this edition are also representative of the different types of coaching and mentoring research being carried out. All the papers are evidence-based, in response to our earlier broad definition of that term (Cox & Ledgerwood, 2003). In our first contribution, from Leigh Kibby in Australia, a number of models, developed through experience as a counsellor, and are presented to help coaches respond to emotion in their client and enable self-awareness and development. The paper describes an approach to coaching, which, although well grounded in existing theory and in years of practitioner experience, is not what would normally be considered 'research' by the academy. It is for this reason that we are introducing a new category of papers for this journal – specialist papers – and hope to include a number of these in future issues.

Our second paper, by Saskia Duijts and colleagues in the Netherlands, is what has been traditionally thought of as 'proper research'. This is a thoroughgoing quantitative survey of coaching as a preventative measure for sickness absence. It incorporates the use of a 'not at risk' reference group and provides a good example of a randomised trial. Results suggest that preventive coaching for an 'at risk' group of employees is useful in reducing absence from work through sickness.

The third article is a survey carried out by Sarah Wright and Ian Brooks at the University of Canterbury in New Zealand that adopts the methodology used by Grant and Zackon (2004). Such survey research is useful in that it provides information on coaching populations, their backgrounds and aspects of their practice. In New Zealand, where coaching is still emergent, this is particularly important and from this small-scale study suggestions for future research can be made.

The fourth paper is a mixed-methods study of a university based peer-mentoring intervention in Ontario, Canada. Jenepher Lennox Terrion and colleagues present useful findings, especially in relation to reflection on practice and its benefits for continuous improvement.

Our final paper from Geoffrey Abbott and Philippe Rosinski outlines the scope and importance of global coaching. In this wide-ranging exposition, the authors use the medium of the individual case study to present a retrospective look at the use of theoretical perspectives in a global coaching context. The paper is interesting since it shows how a range of different stances can operate together within the same coaching assignment. Abbott and Rosinski's paper also demonstrates the use of an integrated coaching method that recognises cultural factors and works hand in hand with an evidence-based approach.

This edition has highlighted the range of research being carried out into coaching and mentoring in a number of different countries. Readers wanting to take this understanding of research and/or globalisation issues a stage further may be interested in two conferences being held at Oxford Brookes University this year:

The Third Coaching and Mentoring Research Conference - on March 23rd 2007:
<http://www.brookes.ac.uk/schools/education/occe/cment/3rd-ResearchConf-2.pdf>

Globalisation vs Glocalisation – Implications for HR (with a Mentoring and Coaching stream included) to be held in June 2007

<http://www.business.brookes.ac.uk/bs/departments/hrmob/conference/?err404=/bs/departments/hrmob/conference/>

References

- Cox, E. & Ledgerwood, G. (2003) Editorial: The New Profession, *International Journal of Evidence Based Coaching and Mentoring*, Vol. 1 No. 1.
- Grant, A. & Zackon, R. (2004) Executive, Workplace and Life Coaching: Findings from a Large-Scale Survey of International Coach Federation Members, *International Journal of Evidence Based Coaching and Mentoring*, Vol. 2 No. 2.